

P. 11

THE
MASSACHUSETTS TEACHER.

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PRIZE ESSAY.

[The following Essay was written by a Female Teacher, and read at the Semi-Annual Meeting of the Essex County Teachers' Association, April 29, 1848.]

HOW TO TEACH AND LEARN GEOGRAPHY.

The attainments of scholars depend very much on the ability and habit of apprehending distinctly the ideas conveyed by the words they read and hear. The mind of one is a picture gallery, where all seems a living reality; that of another is a garret, too dark to allow even its rubbish to be visible. Geography is a study valuable just in proportion as the pupil sketches in his own mind, correct, vivid, and permanent delineations of the objects described in the text book. A class, for instance, bring to the recitation the sentence, "Venice, at the head of the gulf of the same name, is built on seventy-two islands, joined together by 500 bridges, with canals for streets, and gondolas for carriages." The sentence falls with fluency from the lips of all; but upon the canvass of *one's* imagination, the city is located, the gulf is outspread, the isles are depicted, the bridges are thrown from isle to isle, and the light gondolas float on the canals whose waters wash the very base of the houses. When that pupil, some weeks after, learns that "Osaca is the Venice of Japan," these six short words convey to the mind a vivid description of that Asiatic city. Never

after, till memory forsakes her seat, will the word Venice fail to bring to that scholar's thoughts a picture of this "city of a hundred isles." But another scholar, who repeated the same words just as glibly, pondered not the sense, pictured not the object, fixed no localities, and added not a single permanent idea to his scanty stock. He learned only the words, and they are to him a shell which he has either not the skill or the disposition to break, and which will soon escape his feeble grasp.

Again, a class learn the words, "The largest of the pyramids is 500 feet high, and covers eleven acres of ground." Among those pupils on whose tongues the sentence trips nimbly, what a difference should we observe if we could look into their minds. A few have in imagination measured both the height and the base. To them it towers, almost as if within their vision, to the very clouds. They measure out its eleven-acred base, and travel on foot around it. The massive heap has to them not merely a name, but a habitation — a presence on the earth and in the sky. Others of the class have no distinct outline of the structure. They hardly know whether its top equals that of the neighboring spire, or its base that of the county jail, so familiar to their eyes. It is enough for them that they do not miss the answer, that they lose no credit-mark by an imperfect recitation, or have not the mortification of being sent to their seats to re-learn their lesson.

Again, a sentence in the lesson reads, "The Moors, Arabs, Berbers, Egyptians, Abyssinians, and Fellatas, belong mostly to the Caucasian race, while the inhabitants south of the Desert belong chiefly to the African race." One scholar, to learn it, repeats the sentence over and over, till the words of the question, "To what race do the people of Africa belong?" call up the words of the book. The other looks over the continent, surveys Morocco, Egypt, Abyssinia, and the other nations of Northern Africa, and gives to their inhabitants the speaking eye, the soft, long hair, the expressive features of the white man; while to the other inhabitants of Africa, he gives their own sooty color, frizzled wool, thick lips, projecting heels, receding foreheads, and dull intellects. The former may give the sentence more exactly as it stands in the book than the latter, but the last has that in the eye and tone which shows to the discriminating teacher that the pupil has looked through the words to the sense beyond.

Illustrations might be brought without number. Geography properly learned, from beginning to end, is but furnishing to the mind a splendid panorama of the world we live in. Delightful to the young soul, fresh to our earth is it, when thus studied. The rivers wind along their circuitous banks, down mountainous

precipices, over pebbly beds, now clear, now muddy, here broad, there narrow. He sees the whole scene, Alps above Alps, the gentle swelling hill, the lofty peak, the snowy summit, the cloud-capped height. The desert and the forest, the rolling sand, the lofty pines, the groves and vines, all know their places in the picture. The pupil who, in studying geography, thus turns his conceptive faculties to their best use, is furnished with enduring materials of thought. Those who learn but words, must plod their weary way over a barren desert, scarcely relieved by any verdant oases. To the one, nature and art throw open their multifarious and boundless treasures. He sits by his own fireside and makes the tour of the world, as by the magnetic wire. He treads the distant hemisphere, and soars to eagle heights. To the other, the book of nature and of art is a sealed volume, of which no "Open Sesame" reveals the beauties, the wonders, the realities.

How shall scholars be led thus to study? It is not enough that they commit their lessons to memory, and draw maps; though neither of these things should be omitted. It is as much the duty and the privilege of the teacher to open the mental eye to the world we live in, as to unloose the tongue to the names of the objects and to the expression of facts. The teacher must have faithful and accurate delineations on his own inner landscape. Words must to *him* convey meaning distinct and graphic. His own imagination must be trained to fill up the scanty outlines of the text-book. He will never impart a gift he does not possess. If with *him* geography is but a list of well-remembered questions and answers, vainly will you look to see the mass of his pupils make it any thing else. If, when he draws a map, he looks not beyond the blackboard or drawing-paper, neither will his pupils. He should read graphic descriptions — he should give his own mind to the subject. He should in fancy climb mountains, descend craters, explore mines, ascend domes, fish on coral reefs, and dive for pearls. He should skate with the Russ — smoke with the Turk — try the wooden shoe of the French, and toil with his brother Swiss. This will make the unseen real, and his manner of speaking will convey impressions to his class that will insensibly carry them beyond the words.

There is much gained by asking what may be called questions of instruction at the time of recitation. For instance, suppose the pupil states that "Mount Washington, the highest peak of the White Mountains, is 6,234 feet above the level of the sea," we may ask, "Is it more or less than a mile?" "How many feet is such a hill" (naming one in the vicinity) "above the level of the sea?" We should never give out a question of this kind, unless we know the answer, or know where

to find it. The teacher who, day after day, gives three such questions to a class in geography, will do much to rouse their minds to thought and detain them on the sense, both in the hour of silent study and that of cheerful recitation.

It is a very profitable exercise for pupils who have sufficient improvement to write legibly, to give them, now and then, by way of review, several lessons of written questions, the answers to which may be scattered over what they have already studied, or can be found in books within their reach, or to which the teacher has furnished answers in connection with previous recitations, or the answers to which may be found by reflection. To cite a few from the manuscript of a teacher.

"Which contains the greater number of square miles, Massachusetts or Ceylon?"

"Which contains the greater population?"

"How do their climates differ?"

"Where was the garden of Eden located?"

"What evidence that it was on the Euphrates?"

"Wherein are the Persians like the French?"

"Wherein are they like the Turks?"

"Wherein are they like the Germans?"

Another exercise which some teachers have found a valuable aid in carrying the minds of their pupils beyond the mere words, is a review by topics. Suppose, for instance, the class to have finished the lessons in the text-book on Europe, to have reviewed them by the book, and to have learned the set of questions just described. Each country may next be given out as a topic, and the scholars may be required so to learn it as to be able to go to the outline map and recite it; not in the words of the book, but in an order designated by the teacher. Let them point out the physical, political, and civil features of the country. Suppose the topic to be France. The pupil goes to his outline map, bounds it entirely, points out its mountains, rivers, capes, and promontories; states its government and religion, its civilization and education, the employments, manners, habits, and character of its population, &c. &c.,—bringing all his general and statistical knowledge to the recitation. Many pupils, habituated to the exercise, thus digest, systematize, and assimilate the previously learned, isolated facts, so as to double, at least, their value and interest.

The utility and desirableness of leading the pupils to take a realizing sense of what they learn, in this important and nearly universal branch of study, must be apparent to all who have ever thought of it. Let the teacher of this science realize the value of clear, distinct, and vivid conceptions, let him be sure to attain himself to such views; let his heart be set on seeing

his scholars take correspondingly enlarged and lively views; and let him apply the imagination which God has given him to the invention of plans to effect the object, and he will surely be enabled to devise ways and means which will be more successful in *his* hands than any which can be suggested by another. The soul of the teacher must be in the work. His heart must go with his tongue. Thus our pupils will not only learn geography thoroughly, but their minds will be prepared to take realizing views in other branches of science. They will understand what they read. When they apply their minds to the great and all-important subject of religion, they will look at it definitely and clearly. They will be likely to take thorough and common-sense views. They will not be so liable as others to fanaticism or superstition. But they will be likely to take practical religion as well as theoretical to their hearts — to bless the world they live in by their deeds of Love.

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EDUCATIONAL LIBRARY.

A greater number of books and periodicals devoted to the cause of Popular Education, have appeared during the last twenty-five years, than during all the previous period of the earth's history.

As teachers often find difficulty in ascertaining the best sources of information relating to the duties of their profession, we could not, probably, render our readers a more acceptable service, than by presenting a select list of educational works.

Theory and Practice of Teaching; by David P. Page, M.A., late Principal of the New York State Normal School. Syracuse: 1847. 8vo. pp. 349.

This volume embraces fifteen chapters, which are severally devoted to "The Spirit of the Teacher;" "Responsibility of the Teacher;" "Habits of the Teacher;" "Literary Qualifications of the Teacher;" "Right Views of Education;" "Right Modes of Teaching;" "Conducting Recitations;" "Exciting an Interest in Study;" "School Government;" "School Arrangements;" "The Teacher's Relation to the Parents of his Pupils;" "The Teacher's Care of his Health;" "The Teacher's Relation to his Profession;" "Miscellaneous Suggestions;" "The Rewards of the Teacher."

This work has passed rapidly through several editions, and taken its place in the teacher's *standard library of reference*.

The School and the Schoolmaster; by Alonzo Potter, D.D., Bishop of Pennsylvania, and George B. Emerson, A.M., President of the American Institute of Instruction. Boston: William B. Fowle. 12mo. pp. 552.

PART I., by Dr. Potter, treats of "The School: its Objects, Relations,

and Uses; with a Sketch of the Education most needed in the United States, the Present State of Common Schools, the Best Means of Improving them, and the consequent Duties of Parents, Trustees, Inspectors, &c."

PART II., by Mr. Emerson, is devoted to "The Proper Character, Studies, and Duties of the Teacher; with the Best Method for the Government and Instruction of Common Schools, and the Principles on which Schoolhouses should be Built, Arranged, Warmed, and Ventilated."

The Hon. Horace Mann has expressed his views of "The School and the Schoolmaster," in the following language:—

"The range and compass of the subjects embraced in this volume, and the masterly manner in which they are treated, commend it to the careful perusal of every person engaged in the sacred cause of education; of every lover of his country and friend of mankind."

Lectures before the American Institute of Instruction, from 1830 to the present time;—seventeen vols. Boston: William D. Ticknor & Co.

These volumes embrace more than one hundred and fifty Lectures, on a great variety of educational topics. Many of the writers are among the most distinguished teachers and friends of education in the country.

Lectures on Education; by Hon. Horace Mann. Boston: William B. Fowle. 12mo. pp. 338.

This volume embraces seven Lectures, which are severally devoted to the following subjects:—"Means and Objects of Common School Education;" "Special Preparation a Pre-requisite to Teaching;" "The Necessity of Education in a Republican Government;" "What God does, and what He leaves for Man to do, in the Work of Education;" "An Historical View of Education, showing its Dignity and its Degradation;" "On District School Libraries;" "On School Punishments."

Mr. Mann's reputation, as a lecturer, is too well known to need any comments from us.

The Life and Correspondence of Thomas Arnold, D.D., late Head-Master of Rugby School, and Regius Professor of Modern History in the University of Oxford; by A. P. Stanley, A.M. London and New York: 1846. 8vo. pp. 490.

Dr. Arnold was the prince of teachers, and he who would excel as an instructor of youth, should study the Life and Correspondence, and drink in the spirit of this "Head-Master" of his profession.

History of Education, Ancient and Modern; by H. I. Smith, A.M. Harper's Family Library; No. 156.

This history is substantially a translation and abridgment of a large German work, by Schwartz, which embraces over a thousand closely-printed octavo pages.

Teaching a Science: The Teacher an Artist. By Rev. Baynard R. Hall, A.M. New York: Baker & Scribner. 1848. 12mo. pp. 305.

"A most sensible book, by a practical instructor. The numerous defects in schools and colleges, the superficial habits of study, and the multifarious jumble of studies, the farce of examinations, &c., &c., are

dwelt upon with truth and force, in a style of some causticity." — *Literary World*.

A Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan, for the years 1845 and 1846, embracing the Report for the year 1847; by Ira Mayhew, Superintendent of Public Instruction. Detroit: 1848. 8vo. pp. 176.

Annual Report of the Principal of the Philadelphia High School, for the year ending July 16, 1846; by John S. Hart, A.M. 8vo. pp. 146.

Report on a System of Public Elementary Instruction for Upper Canada; by Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools for Upper Canada. Montreal: 1847. 8vo. pp. 191.

This Report embodies an amount of practical information relating to public instruction, which it would be difficult to find elsewhere within the same compass. Dr. Ryerson has been eminently successful in "borrowing from all whatever is good, and in perfecting whatever he has appropriated."

He has given ample credit to the improvements which have been made in the School Systems of the United States, and quoted freely from the writings of Hon. Horace Mann, Dr. Stowe, and other distinguished educationists among us.

Common Schools and Teachers' Seminaries, embracing a Report on Elementary Public Instruction in Europe, and an Article on Normal Schools and Teachers' Seminaries; by Calvin E. Stowe, D.D., Professor in Lane Seminary, Cincinnati. Boston: 1839. 12mo. pp. 126.

Report on Education in Europe; by Alexander D. Bache, LL.D. Philadelphia: 1839. 12mo. pp. 666.

Hints on a System of Popular Education; by Prof. E. C. Wines. Philadelphia: 1838. 12mo. pp. 255.

The Teacher Taught, or the Principles and Modes of Teaching; by Emerson Davis, D.D. Boston: 1839. 12mo. pp. 79.

The Teacher's Manual, containing Practical Suggestions on Teaching and Popular Education; by Henry Dunn, Secretary of the British and Foreign School Society, London. Edited by Rev. T. H. Gallaudet. Hartford: 1839. 12mo. pp. 223.

Lord Brougham on Education. Edited by J. Orville Taylor. New York: 1839. 12mo. pp. 91.

The Teachers' Institute, or Familiar Hints to Young Teachers; by William B. Fowle. Boston: 1847. 12mo. pp. 258.

The Teacher, or Moral Influences employed in the Instruction and Government of the Young; by Jacob Abbot. Boston: 1833. 12mo. pp. 293.

Some Thoughts concerning Education, by John Locke; and a *Treatise on Education*, by John Milton. Edited by William Russell. Boston: 1830. 12mo. pp. 317.

The Evil Tendencies of Corporal Punishment as a Means of Moral Discipline in Families and Schools, Examined and Discussed; by Lyman Cobb, A. M. New York: 1847. 8vo. pp. 270.

The Teacher's Manual; by Thomas H. Palmer. Boston: 1840. pp. 263.

Slate and Black Board Exercises; by William A. Alcott, M.D. New York.

The District School as it was; by Rev. Warren Burton. New York: 1838.

Confessions of a Schoolmaster; by William A. Alcott, M.D. New York.

Account of the Edinburgh Sessional School; by John Wood, Boston: 1830.

School Architecture; by Hon. Henry Barnard, Commissioner of Schools for the State of Rhode Island. New York: 1848.

Prize Essay, on the Improvement of the Common Schools of Connecticut; by Prof. Noah Porter. Hartford: 1846.

The Student's Manual; by John Todd, D.D. 12mo. pp. 392.

Dr. Channing on Self-Culture; and *Miss Sedgwick on Self-Training*.

"These two volumes,—the first, written with special reference to young men, and the last, to young women, should be read by all young teachers who would make their own individual character, attainments, and conduct, the basis of all improvement in their profession."—*Barnard*.

The Schoolmaster's Friend; by Theodore Dwight, Jr.

Sweet's Temporary Normal School, or Teacher's Institute.

The Common School System of New York; by S. S. Randall.

Lectures on School Keeping; by Rev. S. R. Hall. Boston: 1829.

Transactions of the Western Literary Institute and College of Professional Teachers, from 1834 to 1840;—six volumes. 8vo. Cincinnati.

First Annual Report of the General Agent of the Board of National and Popular Education; by Hon. William Slade. Cincinnati: 1848.

American Journal of Education.

This was the first periodical devoted exclusively to the interests of education.

It was commenced in 1826, and conducted by William Russell, Esq.

In 1831, this work was merged in the

American Annals of Education,

which was conducted for several years by the lamented Woodbridge, and afterwards by Dr. Alcott.

The successive volumes of the *Journal* and *Annals* form a valuable store-house of educational facts, and contain the germs of a large portion of the educational improvements that have been made in this country during the last twenty years.

The Common School Journal; edited by Hon. Horace Mann, Secretary of the Massachusetts Board of Education, and issued semi-monthly, at one dollar a year. Boston: William B. Fowle.

This is the oldest educational periodical in the Union, having commenced its tenth volume in January, 1848. It embraces the several Annual Reports of the Honorable Secretary, except the eleventh, which was issued in a separate pamphlet. The Seventh Annual Report of the Secretary is devoted chiefly to a review of the different systems of public instruction in Europe, and the tenth contains an extended and carefully digested account of the School Laws of Massachusetts. Besides the official documents of the Board of Education, this *Journal* contains numerous articles relating to the practical duties of the schoolroom, together with much valuable information respecting the progress of education in other States. No teacher's library can be regarded as complete without it.

Journal of the Rhode Island Institute of Instruction; edited by Hon. Henry Barnard, Commissioner of Public Schools, and issued semi-monthly, at one dollar a volume. Providence: Charles Burnett, Jr.

The two volumes of this *Journal* already published, embrace the Report of the Commissioner on the Condition and Improvement of the Public Schools of the State, the History and Condition of the Legislation of Rhode Island respecting Public Schools, an Essay on School Architecture, a Prize Essay on the Necessity and Means of improving the Common Schools of Connecticut, by Prof. Noah Porter, of Yale College, and various other documents of permanent interest and value to teachers.

The District School Journal of the State of New York; edited by Edward Cooper, and issued monthly, at fifty cents a year.

This *Journal*, which is now published at Syracuse, has already commenced its ninth volume. It has received considerable assistance from the State, and by this means secured a wider circulation than any other educational paper in the country.

The Teachers' Advocate, and Journal of Education; edited by Joseph McKeen and James N. McElligott, and published every other week, at one dollar a year. New York: Mark H. Newman & Co.

This paper is the organ of the New York State Teachers' Association. It has been published nearly three years.

The Ohio School Journal; edited by Asa D. Lord, M.D., and published monthly, at fifty cents a year.

The third volume of this Journal was commenced on the first of January, 1848. It is published at Columbus.

Connecticut School Manual; edited by Rev. M. Richardson, and published monthly, at fifty cents a year. Hartford: Case, Tiffany & Co.

Journal of Health, and Practical Educator; edited by William M. Cornell, M.D., and published monthly, at one dollar a year. Boston: Charles Rice.

The School Journal, and Vermont Agriculturist; published monthly, by Bishop & Tracy, at Windsor, Vt. Terms, fifty cents a year.

The Common School Advocate; edited by William G. Crosby, Secretary of the Board of Education for the State of Maine, and published semi-monthly, at one dollar a year. Belfast: Rowe & Griffin.

Wright's Paper, for the Dissemination of Useful Knowledge; published monthly, at twenty-five cents a year. Philadelphia: A. E. Wright.

Teachers' and Pupils' Advocate; published semi-monthly, at fifty cents a year. Philadelphia: E. Rea.

The Radix, and Virginia Public School Advocate; published monthly, at Richmond. Terms, fifty cents a year.

The Student and Young Tutor; published monthly, at fifty cents a year. New York: J. S. Denman.

Western School Journal; published monthly, and "sent, without charge, to teachers, school officers, and others actually engaged in furthering the progress of Education." Cincinnati: W. H. Moore & Co.

The School Friend; published monthly, and "sent, free of charge, to teachers, school officers, and clergymen, in the West and South." Cincinnati: W. B. Smith & Co.

The Free School Clarion; edited by William Bowen, M.D., and published monthly, at fifty cents a year. Massillon, Ohio.

Michigan Temperance Journal, and School Advocate; published monthly, at Jackson, by Fernando Jones. Terms, fifty cents a year.

North Western Educator: published monthly, at Chicago, Illinois, by J. L. Enos. Terms, one dollar a year.

Indiana School Journal; published monthly, at Greencastle, Indiana, by N. A. Hurd. Terms, twenty-five cents a year.

The Monthly Educator; published at Rochester, N. Y., by P. E. Day. Terms, fifty cents a year.

The Connecticut Common School Journal; edited by Hon. Henry Barnard, and published at Hartford, from 1838 to 1842. Four Volumes.

Common School Advocate; edited by H. F. West, and published semi-monthly, at Indianapolis, Indiana, from Oct., 1846 to Sept., 1847.

The Journal of Education for Upper Canada; edited by Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools for the Province, and issued monthly, at one dollar a year. Toronto: J. H. Lawrence.

This Journal was commenced in January of the present year.

Public School Advocate; published monthly, at Houston, Texas. Terms, one dollar a year.

[The foregoing list of educational periodicals and books, is necessarily incomplete; but it embraces all the most important works of this class that have fallen under the notice of the editor.]

INFLUENCE OF EDUCATION. — I think we may assert, that in a hundred men, there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. It is on education that depends the great difference observable among them. The least and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration. It is with these first impressions, as with a river, whose waters we can easily turn, by different canals, in quite opposite courses, so that from the insensible direction the stream receives at its source, it takes different directions, and at last arrives at places far distant from each other; and with the same facility we may, I think, turn the minds of children to what direction we please. — *Locke*.

[For the Massachusetts Teacher.]

Is not the moral training of the youth of our land neglected? Are we not rather prone to stimulate and over-excite the mental powers, than to repress the first buddings of vice or to cherish the first germinations of those Godlike powers upon whose growth depends our happiness? Is not the idea too prevalent among us that it is not the teacher's duty to train the moral being, that all required of him is accomplished, when the lessons of the schoolroom are recited and order and decorum established within its walls? Is not the Bible more disregarded than formerly? A few years since, custom sanctioned the practice in our schools of committing to memory some portions of Scripture daily; now, it is scarcely read, but by the teacher. I know that the dread of incurring censure for teaching sectarianism has hindered the truth, as if there were no mean between extremes. I would not aid or encourage those who would carry their petty carplings within the schoolroom; but is there not a common ground on which we may stand and disseminate seeds, which will spring up and bear a precious harvest? We may cherish by kindly words a love of truth, virtue, and honor, and a due regard for holy things. We may repress by wholesome chidings their opposites. "The seeds of first instructions are dropped into the deepest furrows," and years will not, cannot uproot them. How can we refuse to plant the good seed, when, if we sow not, the rank weeds of vice will overgrow the whole moral being? Teachers, we have a duty to perform, and terrible will be the fruits of its neglect. Amidst the chances and changes of the European world, all eyes are turned with fond affection to young America. Our government, our institutions, our educational movements, are now more than ever the subjects of strict criticism and open remark, and our youth are looked upon as verifying and illustrating the principles which we profess. Shall we, by the failings of later times, bring reproach upon those principles which were early cherished at the expense of life? Let us retrieve the wrong we have done and strive henceforth, as help is given us, to educate the whole being, showing that the *right* education of the mass is the only safeguard of liberty, and that righteousness exalteth a nation.

V. W.

Newburyport.

All who have meditated on the art of governing mankind, have been convinced, that the fate of empires depends on the education of youth. — *Aristotle.*

OBLIGATIONS OF COLLEGE STUDENTS.

The following extract from President Everett's late report to the Overseers of Harvard College contains views so sound and well-timed that we welcome them to our pages. Why should immunity from appropriate penalties for infractions of wholesome laws be enjoyed by the students of our colleges more than by any other class in the community? They are supposed to be among the most enlightened of our people, and to have had the advantages of the best fireside instruction and home training; and should be held to a strict account for the manner in which they acquit themselves in their duties. If dispensation is to be granted to any class of persons, it should be to those whose opportunities have not afforded such ample means of learning their obligations to others. Well would it be for us, if the ideas of Mr. Everett were adopted and enforced throughout the extent of the land. In proportion as they are disregarded, and the present college practices are tolerated, will the tendency to anarchy, at present so rife in the world, be increased, and our country decline from the conservatism of our puritan fathers to degradation and ruin.

"Although the college has of late, upon the whole, enjoyed a degree of tranquillity and order unknown, as the President is informed, for many years before, yet there has, perhaps, been no month, nor even week, in which some matter connected with discipline has not pressed painfully on his mind, and no academic term in which much of his time has not been occupied by inquiries of the most disagreeable nature.

"It is sometimes vaguely said, that the disorders which so frequently prevail at colleges are but the effervescence of youthful spirits,—a kind of innocent mischief, which ought not to be viewed with deep concern, nor allowed to cause anxiety and distress to those entrusted with their government. This remark, the President admits, may be correctly made of *some* of the irregularities which take place at places of education; and, as far as his observation goes, such irregularities are looked upon with due indulgence. It is, no doubt, the *quasi* toleration in places of education, of what is tolerated nowhere else, that perpetuates conduct on the part of young gentlemen at college of which out of college they are never guilty. Is it not time that they were taught that they are not only in theory but in reality amenable to the laws of the land, and that it cannot be permitted to them to commit crimes and misdemeanors and call it sport? Is it not time that young men pursuing a liberal education were effectually admonished, that they must not expect impunity from what is really an aggravation; that there is but one law and one justice for all classes of the community; and that they are not to escape with academical censures for grave offences, which would send a friendless vagrant to the house of correction or the state's prison?

"The President is apprehensive that these views are not fully in accordance with public opinion; but he is persuaded that till they are adopted and acted upon, all material elevation of the character of our collegiate institutions is out of the question. If there were no other

reason for this, it is impossible that heads and instructors of colleges should perform their duties as such with alacrity and success, while they are compelled to occupy themselves for a considerable part of their time, in the appropriate functions of a police magistrate; functions not discreditable in those to whom the law confides them, but equally humiliating and harassing to the instructors and governors of a literary institution; to whom, moreover, the law has given no power for their effectual performance."

CHOICE OF A TEACHER.

What I want is a man who is a Christian and a gentleman, an active man, and one who has common sense, and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms in the school; but yet, on second thoughts, I do care about it very much, because his pupils may be in the highest forms; and besides, I think that even the elements are best taught by a man who has a thorough knowledge of the matter. However, if one must give way, I prefer activity of mind, and an interest in his work, to high scholarship; for the one may be acquired far more easily than the other.

The qualifications which I deem essential to the due performance of a schoolmaster's duties may in brief be expressed as the spirit of a Christian and a gentleman. * * * A man should enter upon his business as a substantive and most important duty; and, standing in a public and conspicuous situation, he should study things "lovely and of good report;" that is, he should be public spirited, liberal, entering heartily into the interest, honor, and general respectability and distinction of the community which he has joined. He should have sufficient vigor of mind and thirst for knowledge to persist in adding to his own stores, without neglecting the full improvement of those whom he is teaching.

DR. ARNOLD.

UNIVERSAL ATTAINMENT. — One of the first mistakes that a young and ardent student falls into is, that he can master all knowledge. The desire for universal attainment is natural and glorious; but he who feels it is in danger of hurrying over a multitude of books, and confusing himself into the belief that he is about to know everything because he has skimmed many things. — *T. O. Davis, of Dublin.*

WHAT IT IS TO KNOW A THING.—It is not uncommon for children to say, "I know the thing, but cannot tell it." "I have the thought, but cannot express it." We have now and then known grown-up children to say as much. But nothing is more false. No one, be he child or man, knows a thing, in the sense of the scholar, until he can speak it. If he cannot say what he thinks, he has not fully mastered it. He may be conscious that he can find the thing, but he has not found it yet. If it be a subtle distinction, which he is certain should be drawn, there is a word for the distinction; but he has not made it till he has reached that word. Is it a grand conception or a glowing idea? He has not reached it till he has found the body and enshrined therein the spirit. Is it a cogent and resistless argument? He has not found it till he has found the words, and made the propositions, and linked the whole into an iron chain of resistless logic.—*Prof. Noah Porter, Jr., of Yale College.*

BOOKS.—God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence, of the best and greatest of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare to open to me the worlds of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man though excluded from what is called the best society in the place where I live.—*Channing.*

LAW.—The seat of law is the bosom of God, her voice the harmony of the world. All things in heaven and earth do her homage, the very least as feeling her care, and the very greatest as not exempted from her power; both angels and men, and creatures of what condition soever, though each in different sort and manner, yet all with uniform consent, admiring her as the mother of their peace and joy.—*Hooker.*

PROMPT OBEDIENCE.—A languid and dilatory yielding to repeated commands, is rank disobedience.—*Dunn's Manual.*

VENTILATION.—People who shudder at a flesh wound and a trickle of blood, will confine their children like convicts, and compel them, month after month, to breathe large quantities of poison. It would less impair the mental and physical constitutions of our children, gradually to draw an ounce of blood from their veins, during the same length of time, than to send them to breathe, for six hours a day, the lifeless and poisoned air of some of our schoolrooms. Let any man, who votes for confining children in small rooms and keeping them on stagnant air, try the experiment of breathing his own breath only four times over; and if medical aid be not at hand, the children will never be endangered by his vote afterwards. — *Mann.*

GENIUS.—The greatest natural genius cannot subsist on its own stock. He who resolves never to ransack any mind but his own, will be soon reduced, from mere barrenness, to the poorest of all imitations; he will be obliged to imitate himself. — *Sir Joshua Reynolds.*

NORMAL SCHOOLS.—Those seminaries for training Masters, are an invaluable gift to mankind, and lead to the indefinite improvement of education. — *Brougham.*

He that makes a little child happier for half an hour, is a co-worker with God. — *Dr. Dwight.*

What is man,
If the chief good and market of his time
Be but to sleep and feed? A beast; no more.
Sure he that made us with such large discourse,
Looking before and after, gave us not
That capability and Godlike reason
To rust in us unused. — *Shakspeare.*

Work on earth, and rest in heaven. — *Luther.*

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